

BOUNDARY ADJUSTMENT COMMUNITY MEETING #6
LIBERTY FEEDER GROUP

March 13, 2014

WEST UNION ELEMENTARY SCHOOL

2:30 p.m.

Present: Amber and Dave Morrone, Harriet Bell, Karren and Cameron Wilde, Neili Smith, Aaron Boddy, John Davis, Adam Harvey, Tonya Estores, Fatina Banine, Amie Shakibafar, Rocio Camreo, Sheilia Millier, Debbie Schgpat, Cherie Pacheco, Andee McNasbb, Glenn Miller, Clint Currin, Lynn Coffin, Karlton Coffin, Wendy D Mueller, Melinda Mathes-Wolfer, Tammy Gates, Anngue Lottin, Calan of Gaia, Warren Howe, Jennifer Dora, Jennifer Zohar, Yinsi Pettigrew, Todd Gottfried, Teri Currin, Ksenia Everton, Britney Edwards, Marci Edwards

I) Introductions – John Allen introduced Adam Stewart and Beth Graser

Adam - is the Chief Financial Officer for the School District also have been given the challenge of coming up with a boundary adjustment process and seeing that through to completion.

II) Discussion of Why a Boundary Adjustment is Necessary

- As we started in this process the Board directed us the Boundary Adjustment Committee to follow some Guiding Principles. I'm going to go through those so you can see what was guiding our work. The first thing that I want to point out is at the top in big bold letters **"It is understood that some of these are mutually exclusive"** We know we can't do every one of these things for every student.

GUIDING PRINCIPLES – it is understood that some of these are mutually exclusive!

- Maintain existing feeder patterns – Keep students in existing feeder group if possible
- If you are currently in the Liberty Feeder-Group you will stay in the Liberty Feeder-Group all the way from Kindergarten through high school. That was the primary goal for this Committee.
- Minimize the numbers of schools and students impacted by boundary adjustments
- We can share some information about previous iterations of this boundary adjustment, but this proposal that we are going to see today impacts far less students than some of our earlier proposals.
- Minimize changes for families who have been impacted by past boundary adjustments -
- Because we know especially in this area Quatama, Orenco, West Union, that because there has been a lot of development and when we built new schools, families have had to switch schools in the past. So we are trying to minimize the number of times we hit individual families.
- Make adjustments for the long term – avoid having to redraw boundaries for as long as possible; at the same time, don't make too many changes to existing students just to plan for theoretical new students

- “Long Term” is a relative term – we are hoping that this adjustment that we are talking about today will get us through to the next building phase, which is probably going to be 5 to 6 years out. Building is going to happen probably in the South Hillsboro area, maybe in the south Cooper Mountain area, but when we start building new schools we will have to look at the boundaries again. The goal is to get us from here to there.
- Consider the transportation costs associated with any boundary adjustment
- Maintain existing neighborhoods
- We don’t want to run a boundary in the middle of a neighborhood and having kids on one side of the street going to one building and kids across the street going somewhere else.
- Create an appeal process to allow students to stay at their current school, even if their neighborhood is moved to a new school through the boundary adjustment process
- If we have capacity.
- Consider transfer requests to other District schools
- If you are currently at Quatama Elementary which has a STEM program or STEAM program and you are being sent away because of the boundary adjustment. We want you to know that we have other STEM schools in the District that you may want to check out.
- Consider equity in the boundary adjustment process
- We are not going to make a decision based on the type of housing, the type of student, and the type of family we are trying to be fair in this process.

III) Discussion of Boundary Adjustment Committee

- With those Guiding Principles the Boundary Adjustment Committee started their work on January 15th. We started with an initial proposal we call it the zero proposal, that we knew nobody would like, but it was a starting place rather than all of us staring at the map together. We met six different times over the next month and a half.
- Each meeting we would present a proposal, we would talk about the pros and cons we would go back as a small group and come up with a new iteration of the proposal, bring it back to the group. The group would tear it apart; we would go back and create a new one. What you are going to see today is our 5th proposal. The 4th proposal was presented to well actually we took the 4th proposal out after our meeting on the 26th of February, took it out to all the feeder-groups that were impacted. We had a meeting at Tobias elementary where we talked with Tobias and Indian Hills parents because those two boundaries are moving. We met with the Witch Hazel and Rosedale group because they have a boundary that is moving. And we met twice with Liberty Feeder-Group schools - once at Quatama and once at Orenco. Following that meeting and during the whole process we were taking feedback both orally at these kinds of meetings. We collected 3x5 cards that folks gave us their comments. We have the website where we were collecting input. So we collected all the input we received, reconvene with the Boundary Adjustment Committee and came up with the 5th proposal. Which we presented to Quatama at Quatama on March 6th.
- We have now developed a proposal that we are ready to present to the School Board on their meeting on the 18th. The next step will be for the Board to consider that proposal that you will be seeing here shortly – they will adopt or change or send us back to work.

Calculation of New Students from Development (New Development Projections spreadsheet)

This Development column is all the new developments that we’ve been made aware of; this is the Current Attendance Area the new development is located; how many housing units are in those developments and using the formula at the top of the spreadsheet we’ve determined how many new students we can expect and where those students are

going to be. This is template we used to determine how many students we are going to see and where.

Current District Boundaries (spreadsheet)

This is the spreadsheet that we presented very early on in this process it initially says that if all of those new students show up in the places we think they are going to show up. And you add in the students that are currently transferred into each of these buildings along with those students that currently are attending these buildings. We've got some locations for instance, Quatama, Orenco, specific to the Liberty attendance area they are going to be significantly over capacity. That is why we are doing what we are doing to create that capacity in all of our buildings.

Final Draft Boundary Adjustment Proposal Summary

- Tobias Elementary School they've got 98 students who are currently at Tobias who are moving to Indian Hills.
- Witch Hazel – same thing
- Orenco and Quatama are the two that impact here and you can see the way we have addressed Quatama issue of 135 students from Quatama who will move to West Union. We are assuming that is what you are here to talk about today.
- **That 135 – are those existing students or are those also potential students?** Those are just the existing students who are in that attendance area. **So that doesn't count any that come in in the future.** Correct, correct. We do have on the spreadsheet an estimate of new students we are going to see as a result of development. For West Union that is 9 or 10 kids is all that we are anticipating from new development.
- Transfer Policy – over the last several years we've been granting transfers from students who are in one attendance area who want to go to a different school. We've been granting those on a level basis – so if you were an elementary student we've been giving transfer that says you were good to stay at that school throughout your elementary school years. What we are going to be doing is sending those families who are currently on transfer a letter saying that you are good go for next year, unless you are going to Orenco, but it is going to be a year-to-year approval process. Because we just don't know how quickly a lot of those new developments are going to fill up. As we wait for those new developments to fill in we'll still be able to do the transfers, but we can't guarantee that 3 years from now you'll still be able to stay there.
- The result is that the proposal that you see today does meet our Guiding Principle to maintain Feeder-Groups. One of the earlier iterations of this included students moving from the Liberty attendance area to the Hilhi attendance area. Which was going to cause problems for families, for the School District, for transportation, this proposal does not include that.
- An attempt has been made to balance enrollments, housing types, and student's socio-economic status across all attendance areas.
- As a result all of our schools will be within capacity with this proposal

Questions & Answers – questions asked by the Oregonian – we decided they were good questions and they were probably things that other folks wanted to know so we put it into the form of a Q&A and posted it to the website. There is a lot of information there about this proposal if you are interested. If you have any questions about any of that please let us know. We'll be happy to go over it with you.

IV) Presentation of the Liberty Feeder Group Boundary Adjustment Proposal

February 26th Proposal

This is what enrollment looks like with this proposal

- Quatama – as of February 26th had 492 students who live in Quatama and attend Quatama. In addition they had 57 students who live in some other attendance area who go to Quatama. We are projecting 104 new students as a result of new developments in the Quatama area and this boundary adjustment will impact them by taking 112 students out their school. Which leaves them with 541 students, which is within their capacity.
- As you can see on this list the schools are within capacity and in their Feeder-Groups.
- Current and Proposed - you probably don't care what a lot of these look like, but we are showing them anyway in case someone needs to see them. These include the current and proposed boundaries with descriptions of what areas are being move and to what attendance area.
- Current and Proposed Tobias and Indian Hills
- Current and Proposed Rosedale – everything east of Brookwood is now in the Rosedale attendance area and has been moved out of the Witch Hazel attendance area
- Current and Proposed Witch Hazel
- Current and Proposed Quatama – On the proposed description #2 shows the portion that will be going up to Lenox Elementary - #1 shows the area that is going from Quatama to West Union the Quatama Crossing area.
- Current and Proposed Orenco – Orenco posed the biggest problem for us as we looked at trying to balance this out. Everything south of Orenco is in the Century Feeder-Group. Everything east of Orenco is in the Beaverton School District. Basically everything north of Orenco is Quatama, which is also over capacity. So we didn't have a lot of room where we could move kids in the Orenco attendance area. Here is what we did. We took a portion that is south of Baseline from the Orenco attendance area to the Quatama attendance area. The portion that is scheduled to be a Wal-Mart and apartments that are scheduled to go in that area (#2) and #3 are going to Imlay attendance area which is a different feeder-group, but there are not kids there at this point. So once the apartments are built they will be in the Imlay attendance area. #4 is a 55 and older mobile home community with one student in it who is attending Tobias so we moved that area from Orenco to Tobias.
- Current and Proposed Orenco Mooberry – increased the area but kids are impacted – took West Union's airport.
- Current and Proposed West Union – southern portion of the attendance area, West Union goes way up north, but this is just the south end of it. This is what it currently looks like and this is what it would look like under this proposal. You can see the area up by the airport is no longer a part of West Union and this area Quatama Crossing is. And the #2 area there is an industrial area and it doesn't have any students in there either.
- **So the only area you are adding is that little triangle? But that has 135 kids in there?** Correct
- Current and Proposed Imlay – adding the area that is the proposed Wal-Wart property which is currently Orenco but there is no students in that either.
- Current and Proposed Lenox – the little notch will become a part of Lenox – the Quatama Crossing area is immediately south of the Lenox property and ideally the map would have looked much nicer if that property went to Lenox. The probable is that Lenox doesn't have capacity for extra kids. We looked at moving kids up on the north end of Lenox, but the problem is Lenox is right there in the center of the most northern portion (north of 26 south of NW West Union Rd). So we can't move those kids.

- That is the proposal. We are here to answer questions about the proposal and address concerns about the facility.
- Loren Rogers, Executive Director of Facilities, Planning and Property – Loren has been working with Mr. Allen on making sure that the facility here at West Union has the capacity from the well, the septic, the lunch room, electrical to make sure the building is up to snuff and it is. We just put a new well in and testing done this last summer.
- Electrical – we did some investigation on the ability to expand the capacity on the electrical system to the building – we do have the ability to do that, we are planning on doing that this summer. The extra capacity for the building will be largely due to the possible need of a second computer lab here. I don't know if that is going to happen or not, but we are going to be prepared for that if that does need to happen.
- Kitchen capacity to prepare food for students – I worked with our nutrition services director – there is no issue with production for the capacity – the seating capacity in the cafeteria, my initial projections on how many students per lunch period, there are 3 right now. It looks to me in my chair that it is going to be really close with 3 lunch periods. It just depends on how many people are actually going to show up for lunch. So there is a possibility and I'll let the principal answer the question if there is another lunch period that has to be added. I don't really answer that.
- Septic – the drainage field is fine – it has capacity for the increased student enrollment. One thing that we should try and keep in mind is there has been a day that this school has been completely full. The septic system is the same as we had back then.
- Well – as you probably know we have a new well back here the old well failed. It's a brand new well. When we drilled it was 550 feet something like that. After we were all done we did a draw down pump test on it over a number of hours and it took a number of hours to get to the point where the well would shut off to prevent damage to the pump. The number of hours is much greater to get to that point than this school would ever experience. The water usage goes in cyclical times. When the students come in from recess they all go to the bathroom flush the toilets you are going to get a peak right there. Lunchtime you are going to get a peak, but the well with the storage pressure tanks that we have in between the faucets and well we are going to replace those tanks. With a series of other tanks new technology that will increase their capacity of the tanks and that will act as a buffer at those peak times.
- From the work that I've done, I don't see a facility problem.
- **How about the number of classrooms?** In my conversations with the principal the number of rooms is adequate. I'm not sure how the grade level breaks down with those rooms, but the information that I've been given is that we have enough room.
- **What is the maximum capacity of our school?** According to the numbers that we have put together it is 440 students. **But the building itself.** Like Fire Marshall? **Yes.** Each room is rated separately. **So there is no limit on how many kids can come to school here?** We are limited by the capacity that we assign. **So what if 50 new kids move in neighborhood, like in the new subdivision by New Seasons. So we have 440 now, when all the kids come back from private schools that left because we didn't have a full-time principal, say all those kids come back we have 50 more kids that what you were projecting we would end up have 490.** Our capacity is 440 for this building. One of the ways we are going to control capacity at each of our buildings, for all of our building is that we've got a number students on transfers, 30, who are currently attending West Union from other attendance areas. So if we run into a point where we are approaching capacity we will start limiting the number of kids who come on transfer. **I'm sorry so we have 440 is our capacity and what are you projecting for the new kids? 419 I think it is. 419 so a limitation of 21 kids. Because like 41 kids are in private**

schools when we lost our principals, that still live in the neighborhood. We've gone back and looked at enrollment at West Union going back to 2004 / 2005 and the peak has been 403 students back in 2007 / 2008. I'm as comfortable as I can be given the development that is happening in the community, not just West Union but also the whole area. Again we are trying to make this change for a relatively long-term period until we are in the construction phase again. And some of the 135 may choose to transfer back to Quatama. The 135 students that we are assuming are going to be coming to West Union; all students have the option of staying at their existing building. That's not true, they can't all stay there but they all will have the option to request a transfer back at that school. **How can they have the option but not yet but not be allowed to take it?** We can offer the option... **Yet you just said that not all have the option to stay there.** That is correct. We can offer everyone the option but we have a limited number of spaces that we can accept. **So in other words you are saying that you are banking on a fair number of those people not accepting.** No I'm saying they can all apply but they can't all get in. **It will be a case-by-case basis and they will base the decision individually. (Several commenting at once.) Can we speak in an organized way? That would be awesome.** Do you want to be first? **I would love to go first.** Please

- Before we start we are going to be taking minutes of all this because we know there are folks that couldn't get here today. So I want to make sure they have an opportunity to hear everything that is said, so if you wouldn't mind telling us who you are, so we could include that in our minutes that would be great.
- **My name is ***** and I am an educator myself and I live in a neighborhood that is in the West Union boundary and I have three young children and you may have got an email from me. My oldest is about to start Kindergarten so we have 3 kids that are going to be going through West Union in the next few years. I've been looking over the previous proposal and going to meetings and looked over the current proposal there were a few things that struck me odd or inconsistent so I just wanted to address them here and hope I can have my questions and concerns answered.**
- **First it was a little bit shocking to know that we had gone to those meetings and seen the fine-tuning of the proposal and followed the meetings minutes when we couldn't go. And then all the sudden we find out from the newspaper article that all of that was scratched and our school was going to be impacted in a totally in a different way. And it didn't seem like we, there were no more meetings after this was proposed and we didn't have much times to address it so we appreciate of this extra that we are having right now before the vote takes place on Tuesday.**
- **First the change on Quatama Crossing – it appears and I understand that it is probably really hard all the numbers as they did and I know that it is a lot of hard work, but it looks like most of what was taken into account is to how many numbers fit into where and not actual needs of the children or what is best for the students. Because for one the students in Quatama Crossing is a low income, there is an income restriction of \$48,000 per family who is living there and many of those people have a lot of jobs. Multiple jobs to try to make ends meet. They may have disabilities that some of which impact the ability to have a driver's license or to travel long distances. Many of those people chose to live in that neighborhood because of the accessibility to city buses, Max station that is right there. And to be able to be walking distance to school but also one Max stop from school if necessary. Right now the change makes it so they have absolutely no way to get here unless they have a car, unless they have enough money to operate the car to get here if their student is sick in the middle of the day it will be hard for them to come and get them especially since a lot of them have non flexible work environments or low transportation. Some people don't have driver's license at all and they wouldn't be able to come here. This also limits the amount of**

parents that would come and volunteer. Right now I have many friends whose kids go here and they say on a regular basis there are teacher volunteers in the classroom. So the student to teacher ratio is one thing but the actual adult attention to student ratio is not on paper, but it is a different and important thing. We would get from 135 to 145 new students but likely very few adults that could or would be able to or want to or any of those things or transportation to come and volunteer. Therefore deluding that ratio of adults to students. And that is something that should be taken into account.

- Next, from the minutes that I read from the previous meeting, the current Quatama Elementary Principal seemed to express her opinion that it would not be the best interest of the students at Quatama Crossing to be coming here instead of where they are already going. A woman who works at Quatama or volunteers with some of the kids at Quatama Crossing and knows their needs specifically says it would be a huge disservice to move those kids to a different school. Not just for the transportation reasons because they have a stable environment of people they are working with who are used to them. I have several data points that show that especially for students who are from low income families, research indicates frequent school changes have an accumulate effect on student achievement and can place them as much as a year behind in comparison to their peers. Student who change their school frequently especially from low income are also at a greater risk of dropping out. And I have lists if you are interested in that.
- (Someone else) I think that is the reason that they are offering the option to apply for a transfer.
- The option to apply for a transfer is doable but from the last meeting at Quatama Crossing asked them will my child have transportation options that they have now from Quatama Crossing to school and they said no, none of those parents...
- But they have the walking and the light rail and all those close proximity things that they would be relying on before...
- They would I'm not an expert on this; I'm just voicing my opinion. They would but they still would be at a disadvantage in comparison to where they are right now.
- What are the parents of these children in the affected area have to say about moving their children? Has anyone talked to them like they are talking to us?
- I think some people probably have that, but I read a quote in the Oregonian article from the Poynter Middle School principal who was present at the meetings but he was quoted in the article that it appears that this move is being done because those parents are not as involved in this process they may not know what is going on they may be too busy with work or health issues or whatever. That you are just moving those kids whose parents are the least likely to complain.
- Just to interject really quickly, I know for a fact that Quatama personally went door to door to make sure that those parents were notified. I think we just need to take opinion off and deal with fact.
- I think that it says something that if they went door to door but those parents still did not come and participate showing that they can't participate or they don't want to participate. That says something.
- There was transportation offered – I just want to get that out there so we get all the facts.
- (Lots of people speaking at once.)
- I've attended these meetings and to the Quatama meetings and I was surprised by this recent change that had no communication whatsoever. Right, so somebody that chose to be informed I didn't know about it. Maybe if someone went door-to-door maybe they were working their 3 jobs.
- Finish up and then we can address the concerns.

- I feel that the mobility and changing schools is difficult for any student and is inconvenient for any family, but stable families, my husband said this so I have to say it, stable families that would be able to help assist their children with transition would be preferred. In a situation where a transition has to happen.
- I think you would hear a different story from those stable families who are being asked to move. So again this is in the opinion...
- This is my opinion and I'm expressing my opinion right now, but I feel like if my child had to move schools that I would be able to give them more of a support than some of these parents would.
- But your child hasn't started yet; mine hasn't either so transiting at this point wouldn't necessarily be as traumatic.
- I'm not talking at this point; I'm talking about in the future in general. If my child had to transition and there is nothing I could do about it and it was in the best interest for everybody then I would have to be supportive. And I as a student myself had to transfer a lot
- I'm just trying to understand where your concern is coming from, are you concern is that you are living down closer to Quatama?
- No, my concerns are that the students down at Quatama Crossing already have a less stable environment than other students. And for them to move is a bigger deal and some of them as their parents may not be as involved, may not have as much support with this transition. Where as in their current elementary school they have the support of staff and teachers they are used to.
- Lastly I wanted to say that my biggest concern come from the fact that since it doesn't – Quatama Crossing would be a total island right now. They don't have anybody in the neighborhoods around them would be going to West Union. To me it just looks like it was based on numbers, which I'm sure is a humongous challenge I understand that. But we, I really want it to look like the interest of the kids using the research and education data and social data is really taken into account in addition to the facilities needs and the actual numbers of students. There is a special demographic and social circumstance. I'm not taking any questions because I'm not an expert.
- I just want to address a couple of points that she made. First of all we had representatives from every school, the principal and at least on parent representative from each of the impacted schools. The recommendation was unanimous, that included the Quatama principal and the Poynter middle school principal. It was a unanimous recommendation about this and I can assure you and if you look through the minutes you'll see that we did try to consider all the points that you brought up. It's not just looking at we need to move 135 kids and boom just moved them. This was a very thoughtful process. You may not agree with it, I don't think any of you probably do, but it was a very thoughtful very long process.
- Can you address as it was considered the impact of the Quatama Crossing kids and the whole integration of a different community that is way far away. What did you come to a conclusion about it? Transportation issue and the fact that it is a demographic need that we need to meet. And right now 30 kids per 1 teacher are not good enough. Right, and for those impacted students we do offer additional supports for Special Ed kids, we do have additional supports and it is all done on a ratio. So for every x number of students we offer, we do this for all our schools it is not particular for any one. So we do offer additional support. Another thing that this is a distinct neighborhood. We want to keep this distinct neighborhood together. Quatama Crossing is that you want to keep together? Yes Can you address the transportation issue for parents?

- Can we address one very important issue here? Everything that is stated as it is in the pass presence, does that mean it is a done deal? What is the purpose of our being here if this is a done deal? As I've said from the beginning, I'm sharing with you the recommendation that the... Is this a recommendation or is this a done deal? Because the words that you are using are that this is a done deal. Can I please speak? Correct your language then so you can communicate the right way. This is the recommendation that the Boundary Adjustment Committee is making to the School Board. It's a done deal from my perspective. The Board still needs to act on it. Where do we come into play? Where do the parents come into play? Because we were not informed. Again we've held 5 different community meetings to discuss this. We were not informed. This is a last minute meeting.
- I am a parent my I interject? Just for context since I spoke up before, my kids are at Orenco. My name is *****. My wife has been very active participant in all of these Committee meetings that he was talking about. In some ways when we talk community being informed because at every meeting that these guys went to there was feedback and adjustments were made, so the reality is we can come out of here and make another adjustment and they would be meet with the same "we were taken by surprise." So I can say that the process has been intense and lots of hours. These guys including the Committee participation from all the schools has done their best to meet all the criteria that Adam went through at the beginning by trying not to put kids through multiple moves. They didn't like the impact on kids with multiple moves on kids. I've got a stack of an inch or so. It's not just low-income kids it is all kids. So that was one of the Guiding Principles for...
- It affects low-income kids more and there is data to support it.
...you know what I would like the quote and site where you got that from. I've been through about 14 different studies that I forwarded on. I understand where you are coming from and yes those impacts are there. In some of these that argument kind of feels like and I'm just going to give my opinion, let's look at the interest of those kids and not move them because we don't want them.
- You can say this because you are not part of this school.
Have you looked at this sheet? Even with this move, this school is on par or below the average in the District. You will get resources to help it out.
- That is not going to address any of the issues. Except that we can fit these kids.
- Can we hold on one second? We have enough time set aside for everybody to get a chance to speak. So, if we can let him finish, then other people can come up. Then we can just take turns. That would be way clearer.
- Everyone is getting emotional about it – let's keep emotion out of it and get the facts otherwise this will be a complete waste of time. Thank you.

That is what I am trying to provide is some confidence, right. I think the feedback that I wanted to give is that I've been to every meeting at every school. Because I wanted to actively involve in what is going on. The reality is that you have a bunch of potentially conflicting criteria that these guys are trying to meet in the best interest of the schools. Some of the way, I'll just give you the context of the conversations that my wife and I've had. When the District no longer serves the needs of our kids, and we had the conversation as parents we started looking at private schools. The reality is that for some reason we have chosen to have our kids in public schools, because in my case I still see intrinsic value in being in an environment that is not insulated, that's not isolated, that not an island power that is indicative of the world that

they live in. When that doesn't meet my need I have the choice to move, but until I see a sign up at any of these schools that says private academy. We have to try and do the things that best serve the best interest of the entire community. I can say without a doubt, I've seen my wife slave over this and many other people, is all of these people have done their best. To serve the kids and impact as few as possible. They last proposal that they did is the last conversation that came out of Quatama, right? What came out of that is that we were carving a section of Quatama out of a neighborhood and the transportation of those kids were going to spend 45 minutes each way on the bus every day to school. So they went back to the drawing board and say hey we may have another solution where it is a 20-minute bus ride and we can pick everybody in one spot. This isn't trying to shift the problem someplace else. It's not picking on a community because of their demographic. It was lots and lots of work and lots of review and lots of data analysis. I can understand that because my wife spent the late nights working with these guys trying to get through all of that. I wanted to provide that context. This isn't a knee jerk reaction and trying to do something covertly.

- I just want to give one specific example - ***** – I have a sister that lives at Quatama Crossing, my nephew goes to the elementary school. He is autistic and has a lot of problems at class. My brother-in-law is a land scraper and can't change his work schedule. They only have one vehicle, which my brother-in-law uses. My sister picks my nephew up at school at least two days a week because he has problems being in a normal classroom setting. And not having a second vehicle she would not have a way to come and pick him up at this school. So how are those kids affected? Thank you, good question. Quatama has two specialized programs for highly impacted students. Those students won't be coming out here. We don't have a program at West Union for those students. **So are those numbers reflected in the numbers that are on the sheet?** They are, if you look at the... **So those kids stay at Quatama?** Correct. If they are in one of the specialized programs they will stay at Quatama. So the numbers you are looking at there the SPED numbers percentages those are just resource room students.
- My question is, with the numbers from Quatama Crossings that West Union technology would now become a Title 1 school. No. I ran the numbers to it, 40%. No, 40% is not a threshold for Title 1. It says all over 75% for the different things. Our lowest Title 1 school is 55.3%... **Then what will ours be then?** It's on the handout. **So 40.8% so doesn't that just raise questions to send that, I really just disagree I guess based on the fact that even kids with special needs who aren't in special programs if they have to go to Quatama that is fine.** The kids that are in those special programs come from all over the community. **Are the special kids with special needs included in the general number then?** Right, in the resource kids. **So there is no way that we are going to be a Title 1 school?** That is correct. **None whatsoever?** Right. There are so many schools ahead of you on percentage you are not even up to the District average number of Free or Reduced kids.
- My name is ***** – I'm not going to waste a lot of your time because I've already communicated a lot with these guys. But I think part of the problem existed in the communication was lacking – our school did a terrible, terrible job at communication to families. My question is to Mr. Allen. What are we going to do at communicating so this doesn't come to a surprise to us in the future? I went through and looked at all the emails today, and there was not a single mention of any of these meetings. In any of the community club emails. So what are we going to do to improve that? We had door-to-door

knocking at Quatama and nothing existing in our area. That has been brought to my attention. There were emails sent to the Community Club. I don't know what happened to that communication piece between us and them. One of the things that I put into place last week is that we are going to more hard copies so there will be a lot more papers coming home this year. We were very electronic. I was initially at the beginning of the year we had quite a few parents who were on the distribution list email. That was the main form of communication. I sent things out before through there and it seemed to be working. **Can you verify that it went out? I love email.** I learned to not only verify but to also send out hard copies. **Ok, I think this would have been a lot better if we were informed. I would have definitely shown up to the extra meeting.** I want to defend Mr. Allen to a certain extent. Mr. Allen right now is a half time principal and a half time teacher too. That is one of the positives of this that we are going to have the enrollment numbers to justify a full-time principal (Adam).

- **Is he staying?** Yes. I don't know we may be in the process of running him off.
- Question #2 – I've been to many of the events and every time we've been to an event parking is atrocious. With a 135 additional students what kind of additional parking will we be receiving? Glenn Miller, School Board member, he is also the School Board member that is on the Boundary Adjustment Committee and also a parent of a couple of West Union students – well since you asked me I will answer. Well for some background we had both of our students come through here. We moved into the District 10 or 12 years ago, I can't remember. We were here before Quatama was built. We went through the boundary change ourselves. I live over on 231- my house was originally in this district. Then we were asked to go to Quatama. We love this school so much, it is such a steady place that we decided instead that we would use the transfer process. I actually drove my kids for over 4 years to come to this school because we love it so much. So I deeply care what happens to this school. Basically at the time I was here we had more students as Loren pointed out earlier. Parking has always been an issue at the events here. The dinner that they have here one of my favorite things that they do every year it is packed to the gills. The reality we actually don't have or do not have a great solution. But it is not going to be any worse than it has been in my days. I think there may be a possibility that we can do some things with some buses. I know that we've talked about some of the parent teacher events about running an activity bus. We've talked about that and you know it only costs \$100 to run a bus. So 3 or 4 times a year when we have parent things you can probably expect there will be more support for special opportunities for the parents to have interaction here. **Can there be a bus from Quatama Crossing specifically?** Yes that would be for Quatama Crossing. That is really a transportation issue. I want to say another thing too; there will be two of them correct? They will come to a central location and come right over here. It is a 20 to a 25-minute ride. It is actually not too bad. As far as some of the kids, it is unfortunately but every school that we have has a group of parents that can't make it to school or to take their kids home. That is an unfortunate reality. That is why we have health rooms; we have staff to deal with that. While we can minimize that we can eliminate that altogether no matter what we do and we would love to. If you've got a solution I would love to hear it. I really would. We can only work with what we have. I also want to back up what the other gentleman was saying. We look at this thing from every way that we could think of; we agonized hours over this thing. We ripped it apart, we really did. After four other attempts that is what we had accomplished to bring in front of the people. When we did that we got a lot of public input. And we went back and did it again. We tried to be as transparent; we advertised every meeting that we had, like we normally do. We are not perfect, we apologize. We tried our best and at forty or fifty people were involved in our group and

hundreds more comments arrived. So that is the result of what we see here. So Tuesday night the Board is going to vote on this plan. It may not be the best plan in the world but it is the plan that we have. We would love for all you guys to come and spend some of the public time during the meeting to address the full School Board. If you still have questions that we are not answering and you don't feel like you have been heard, please come to the School Board meeting. You are welcome to come to any public meeting that we have. We would love to have you as our guest. You have 3 minutes to say anything that you want; each one of you guys can say that up to 30 minutes. We don't hold open the line forever. We went to the meeting that was before this was suggested and it was already shocking that we would get 85 more students, but it was okay. What make you change it from that previous proposal? Because it appears to us that there were some vocal parents, which of course we all are, pushed you in that direction because Quatama Crossing parents were not present to vocalize their concern about the move they got picked on to be the ones to move. That is what it looks like. There were lots of different discussions and comments at those various meetings. So what were the points between this one and the last one? On the screen is the proposal from the last meeting #4. One of the concerns that happened from some of our previous one is to change the Feeder-Groups. That is the thing that I didn't like. Because it not only affected the elementary kids, but the brothers and sisters in junior high and high school so they were facing change. We were displacing a lot more families. The 4th proposal didn't have feeder problems. Yes it did. The other thing that we have a couple of places where neighborhoods looked good on paper but they were lopped in half with one going to one school and one going to another school. Because it was across the street, that was our error. So the public said woe that's not right so we changed that. Basically what it came down to that neighborhood was that, we tried very hard we really didn't try to play favorites. We tried to keep the same policy for everyone. What we tried to do is to be completely not affected by that. Yes it is numbers, but we also tried to minimize the impact on kids. We want to keep the neighborhood together. The kids next year if they stay at the same school are going to have different rooms and different teachers. There is going to be some change whether they stay or not. In either case they are coming as a neighborhood and they are coming with friends. But they are going to have that heart that going to be adaptable. The retiring principal at the school is going to be helping out here so they have that sense of continuity. The culture of this school is awesome, I love it. I've got to tell you, I believe these kids are going to bring so much to the table. They really are. I urge you to not to prejudge parents and families before they get here. You might be surprised. All your volunteers are still here. So you might have to recruit a few more. I get it. We always have to recruit more volunteers.

- ***** - I am a parent and I have been on the Committee as well. I have been to the meetings that have been at Quatama as well and there were Quatama Crossing parents there as well. There were a ton of them. They are not neglecting parents. My kids are on extra activities they go to those events and I talk to those parents. Some of them say they may come here and some say they might move. They are normal people. I was nervous when I started going to Quatama about the demographic and everything and my kids have made friends with them and I have been over there. There were very welcoming and they had a huge authentic meal from their country that they invited us in. I feel like my children have been the ones who have taught me not to judge other people. Because they have made good friends regardless of the background. They don't see what I see and I think you will see that it will be an enhancement to West Union to have a little bit more of a diverse background.

- ***** - I've been trying to pinpoint what really bothers me about this proposal. Obviously we are all upset and don't feel like we had enough time to explore this 5- proposal. But as I go through the checklist I feel like I understand what is happening and why. And I am happy that West Union will come closer to capacity and I don't want to see the school close because it is expensive and underutilized. I understand why these two schools are involved, one is over capacity and the other one is under. This fixes the problem of minimal disruption to the District. I am really truly am not bothered by Dual parent social-economical or cultural differences between the established student body and the additional students. I want my children to have diverse and a very real world body of friends. I want them to be empathic, kind, generous and to a point completely unaware of differences between them and their peers. I don't think that this proposed group of students negatively impacts the education of my children. So why am I so upset? It comes down to neighborhood elementary education. Parents of young children are protective and we should be and we need to be. None of us will allow our young children in the home of child whose parents we have not met. It is not safe when they are this young. Luckily I know many of the parents of my kid's classmates. I talk to them during class parties. I see them at the library and at the park at 53rd and I run into them in the walks in our area. If Quatama Crossing were in our neighborhood instead of the Commons at Dawson Creek I would applaud this simple solution. But it is not. I lived in the Quatama neighborhood for a long time. I live there because I had no car and the public transportation is great in that location. You can get anywhere except West Union Elementary school. No bus comes even close. How would I meet these parents at class parties, volunteering in the classrooms or even at night school events if they are so far apart geographically? I don't want to take my daughter to a segregated school. Families will be segregated by default and it will look like social-economic segregation. What are the plans to get all parents to come from that culture to this great school?
- My kids go here and we are actually we are in the country way out that way. I am wondering if we haven't met because we are not in the neighborhood. We ride 45 minutes because we are the first ones on the bus. There have been times when both my husband and I have been traveling and somebody's gotten sick. We don't have any family that lives in Portland. Someone going to have to come and get my kid. It wasn't me – I'm in Salt Lake City and my husband is in Canada. I feel like there is an awful lot of bantering in the big generalizations that are being used today. I ended up somehow on what my husband and I called a nasty gram email that was sent yesterday. Which really surprised me? I saw a lot of words just being bantered around which I think that is really out of protection and worry about their kids. But it left me feeling really, really weird. And I it didn't like that. So that is my comment. And yes we all have a lot of concerns. I spent a lot of time in the office yesterday. Some of the things I would encourage and I think he mentioned this is as much communication and facts as you can get. And my question is with the 135 kids that are being moved what do that actually do to our class size? Thank you. We've had this question at every one of our community meetings we've done. We need to separate this issue from class size. We staff based on per student allocation, so per 30 students this year we allocate 1 staff member. So if you get 120 new students that will equate to 4 more staff members. This shouldn't have any direct correlation to class size. There is a formula for allocating classified, licensed and administrative help. So I'm guessing with 400 students you will have a full-time counselor, but I don't have that formula with me.
- That is my whole point for being here as well. I can care less where these kids are coming from or in all honesty how far they have to travel to get here. The social economic doesn't bother me. With the 135 new students coming here to this school, what guarantee or what things are going to change at West Union to guarantee that all of our children here at West

Union still maintain a good quality education. That is the bottom line. Classrooms are already overcrowded here even though we are not at capacity. They are still overcrowded; my daughter's classroom is over 30 kids for 1 teacher. We lost a couple of teachers last year to North Plains, we lost a principal to a half time principal with this influx of a 135 kids, what is going to change for West Union so we can still maintain the high standard for our kids? That is the bottom line. Sure, I appreciate that. What is going to change is you are going to have more kids but you will also have more adults. How many more? I don't have the formula in front of me.

- **Is it going to be teachers or janitors? Are we going to have a nurse?** None of our schools have a nurse. Our resources here are so scarce. And when there are another 135 more kids coming it is scary. I don't care about background I care about the amount of resources. That is my whole point. With an increase comes an increase of resources. We do have a nurse here. We don't have her full day every single day sitting waiting for something to go on. But when we have emergencies we are able to get here pretty quickly and take care of any issues that our office staff can't handle. They've all been trained by the District Nurse. Full-Time principal, there will be an increase across the board as far as counselor time. Right now she is here every day of the week except Tuesday. Adding 135 kids would easily mean she is here full time every single day. **We are adding 50% more of a population.** That number of kids and as far as teachers go you take that whole new number and figure out from that 30 to 1 ratio from there that will tell us how many teachers we'll have and then there are other ratios for classified staff so how many extra bodies we'll have in the building to help us – Inclusion, covering the cafeteria, students with special needs as far as aids in the classrooms all of that come out of that one big number. Everything increases as students increase bodies in the building the help for those students will increase. **Will there be split classes?** Ideally depending on how the numbers fall if we had 80 second graders and it didn't quite pan out just right, it is possible it could be split. I doubt right now if this proposal goes through. The number one priority on my list is to have as few splits as possible. If it has to happen it will but my goal is to do what I can to eliminate as many splits as possible.
- **I understand how convenient it is for transportation to go to one place and pick up a bunch of kids and bring them here and I understand that I get that. Why did not just to increase the size of West Union to incorporate the same 135 students and use the same buses that are there, why did you chose a special area verses just increasing the West Union area?** We did look in one of our earlier proposals. In the previous proposal #4 we looked at that. **I guess I don't understand why that didn't work and this one did?** What we did we included half of Orenco Gardens and half stayed in Quatama and people very loud and clear that we literally took, but it looks perfect on the map it's not. We actually split this neighborhood in half with one side of the street going to one school and one side going to the other. That is why we didn't end up going with this. And also another neighborhood that was going to Mooberry. So we were also dealing with multiple bus stops. Also, this other area that was going to Brookwood and now to Quatama was causing all kinds of issues and using multiple buses – one set going to Brookwood and one set going to Orenco it just didn't work. The Southern West Union buses would have to multiple stops making a longer bus ride of 45 minutes for those kids.
- **With these 135 kids do we have empty classrooms to put them in?** Yes there are about 6. **So this building can support this you never said anything about empty classrooms?** Yes. I do want to point out that we do have 6 classrooms one of those is set aside for not this next coming school year, but the year after for a full day Kindergarten that is mandated. We had to set aside a classroom for a full day kindergarten in September 2015.

- Is there anything about the outdoor school or field trips taken into consideration because I know that has been diminishing around here for a while? Did you think through any of those things? No because we are currently providing for those 135 students at the other site. When they move here those will follow them.
- I, ***** and I have three children here at West Union. In a few years I'll have another one, so what I'm concerned about is that I have a child that is Dyslexic and our remedial staff is great. I am concerned with all of these students coming in that we won't have enough people who understand the needs of those children. Teachers are one thing, the teachers can handle it, and my mother-in-law was a teacher for 24 years, what I want to understand is that is the remedial staff going to have that help for those children. Because you can have teachers that is fine, but a few disrupted children are going to make that class very difficult for the rest of the students. So we need enough help on the outside of that for those children. Because I know it is hard enough to know how to handle a Dyslexic child, how to handle an autistic child, how to handle ADHD child and they all need their own help. It can't be just one size fits all for those children. So I want to know that they are going to have enough help. I don't care where those children came from or what their problems are I just want to know those will have the help they need when they get here. Again Special Ed Staff is allocated based on the number of Special Ed students that we have in the building. On the handout that we had the one pager, that increase in students in that population will increase in staffing to accommodate those students.
- But with the budget cuts, it means you are constantly cutting the budget. I mean how can you stand there and guarantee that there is going to be x number, I mean you haven't even said a number. How can you say there will be enough staffing when the budget keeps getting cut, cut, cut? What I can promise you is that West Union will be treated just like every other school. We use the staffing formulas I'm talking about across the board. We don't have a special one for West Union and a different one for Quatama. I can't guarantee you anything. Special or not Quatama is a STEM school and they have resources for the challenging kids I don't know if that is politically correct, but the challenge students, but West Union doesn't have that. What makes them a STEM school is the training that their staff has received. I'm aware of that. It is not additional staff. My wife is a certified teaching assistant now so she gets calls to come in and help supplement and to help where it is needed. The programs are there the formula is there just like at Orenco and Quatama. The ratios here will be supplemented in such a pattern that it is un-par with every other school in the District. I think that is what I heard you say, Adam. Yes that was what I was trying to say.
- Are you sure the funding from the other school will not drop down – they are not Community Clubs, they are not check writers, they are not fund raisers so we won't make as much money around here? I'm asking him the question and I would appreciate an answer.
- Hey I am the Treasurer of the West Union Community Club. We have Outdoor School we fund a lot of it, my name is ***** by the way. We have Field Trips and we always supplement them. We raise lots of money through all these parent volunteers here which we have a great Community Club with parent volunteers. We will continue to do the Outdoor School, we will continue to do the Field Trips for all the different grades including the 6th grade and we do that through fundraisers.
- That is part of our responsibility as parents
- We have a carnival here, are you familiar with that?
- I've been around this school for a long time.
- So we do a lot of work with that.

- Let me make sure that I understand your concern. Your concern is that we are going to have a 135 more kids and we will need the fund raising for those kids. **He said that it will not affect it at all but it will affect it.** Like I said that we will continue to offer... **Those kids are not going to participate, they don't have money to participate, this will affect us.** (Lots of people speaking at once) Take a deep breath. I will try to answer all your questions. Just relax. I understand your concern. When I said it wouldn't be impacted, we will continue to offer Outdoor School to all those students. **Okay. Offer and impact are totally two different words. Similar to choice and application really.** Just really quick. I understand the questions. I helped open Quatama originally when it first opened. I was there all the way up until last year before I came here. I worked with countless number of families from Quatama Crossing. Given the social economic status of the area has nothing to do with the contribution piece. Those kids do come with funds for field trips. They do come with helping and paying at carnivals and things like that. The ratio is kind of the same as West Union there are kids already here that don't have money to pay for Field Trips and things like that. I would not say that there are any more or any less. Those families will be coming with some funds, but to say that we are getting 135 and they are not coming with anything is not exactly the right form of thinking. But there will be some that... **That wasn't the question that I asked.** But I'm just saying that their checks will be coming as well, just like yours, their funds as well. They are going to support Outdoor School. They are going to support all the fund after school activities that we have as well. And the ones that don't are kind of like the West Union families already that aren't able to, they don't either. So there will be that balance. I can't say that every single person is going to bring money for sure, but there will be that balance. We are not going to get 135 for sure I can tell you that just from working with that community that will not participate. They will participate, now are we going to see 135 families? Probably not, but there is a high number participation at Quatama Crossing. It's just a matter of, once we isolate that group and pull that out it looks a little different. Kind of like if I took the West Union group of families that might not be able to fund their kids Outdoor School if I just isolate that group it might look like a lot of people, but when you spread it over everybody it balances itself out eventually. I hope that gives you some clarity. Just from working there for so long and being in that area and dealing with those families. Just a side note, if you were to go into Quatama Elementary there is no way that you can tell which kids came from Quatama Crossing and which kids did not. In those classroom setting you just see kids. Quatama is a diverse community, but they are not a low ranking school. It's not like we are pulling these kids from a school that is down and out and throwing them into West Union. It is almost apples to apples... **You are judging the whole Quatama but you are pulling one demographic out. So you are referring to an average you know what I mean, but that doesn't mean they've got it.** I get it, but that part that we are pulling out; they are coming with funds as well. **I'm not saying the school right now. The only reason I'm saying that demographic is that is the boundaries that are set. So when you are saying an average at Quatama is not relevant, so when you pull a certain demographic or economic level out so it is not comparable.** If you take those 135 families, I can tell you they will come to support the school, yes.
- Individual child's achievement though has more to do with the parental contribution so anyone that worried about their child being affected. It's only going to be affected if you allow it to be affected. Successful kids in this school have the parents that are probably more supportive, to force them to do their homework, to force them to follow through with what the teachers want. This school as successful in 10 out of 10 because of the teachers, not to take away from you guys, it is because the parents are as involved as we are. So the kids that come the other school, I don't care if they are the dumbest kids on the face of the**

planet with the least supportive parents, that's not the case. That is not going to change how Lanie or Lorelei really succeed or don't succeed in this school. The email that came out and what I read between the lines with that was I don't want, and ignore my language here but this is what me and my wife read who was a teach for 10 years, we don't want Mexicans and Rednecks coming to our schools with low income low achieving students because they will drag us down to their level.

- That is totally putting words into my mouth, absolutely not.
- It is just an opinion.

That is what I heard and that is my opinion, but I just trying to stress the point that our kids are only as good as we are. It has less to do with the teachers and these guys, so please don't sit there and say these kids are really going to affect my kids because they won't. My kids think it will totally be awesome and that is the fact of the matter.

- This is off the hot topic. I drop my son off and pick him up everyday and the pickup area is really tiny. Is there something in place to fix that? We are currently working on the best possible solution to free up a lot of room in the front so we don't have that backup down West Union Road as well. I don't want to go into the plan, but we are working on some ways to free up that space and use more of our parking lot space to get people in and out safely. More than like one car at a time.
- My biggest problem is the parking lot I don't care what anyone says. There is a big farm right here that can be cannibalized or some bought so we can park so we don't have to go into the rocks. We need a bigger parking lot for these family events, carnivals and such.
- The grassy area in front of the school can that be used as part of the parking lot? That would not be a principal decision that would be a higher up Board decision. You are not the first person to bring that up. I hear you and I understand.
- I want to ask a question about the transfer process. Looking at it all, everyone is a little on edge, just because it is new. Whenever something is new people go on edge. Mr. Allen has already has already promised me that the communication will get better when he is not teaching PE. And we are going to get a great PE teacher. My question was, things are changing, I was looking at the transfer policy, and we talked about people who were moving but we didn't talk about the people who were getting moved into. We are also getting affected. How does the Transfer Policy affect the students at West Union? I'm a current student at West Union, and after a year I see that this just isn't working for my daughter, what recourses do I have? You can certainly apply for a transfer through our District transfer process. But you have a priority difference or will I be in the mix with everybody else? It depends on what school you are applying to. That only school that is and you can guess within spitting distance is you can guess... Orenco? Yes, Orenco. I wouldn't count on getting into Orenco. So it depends on the school you are transferring into. So if they do have capacity though and this is a big if, because I don't know what I'm going to do because my discussions with Glenn is we've got to give it a try. I don't know what is going to happen, if it does negatively impact, I want to know what my recourse it. That way that we've been looking at the Transfer Process is really to be able to do a multitude of things. 1) Is to add flexibility back into our ability to management enrollments back into the schools that are heavily impacted. As these developments come online and we see how many kids we see from them. Taking our transfers back to a year-to-year only will allow that flexibility. Also, being accommodating to folks that are being affected in terms of being asked to move from one school to the next. It wasn't necessarily for the schools with receiving students to be thinking of them having the ability to transfer out, that opportunity exists currently. The schools will now be restricted on how many students that they will allow it was designating

that transfer priority to accommodate those kids to be able to move back. **Can you rethink that position a little bit? There is a difference between a student who got affected due to this move and a student who wants to transfer who wasn't affected at all. In my mind.** I hear what you are saying. Are there other transfer questions?

- **Are there any other schools with capacity? Are we building new schools? We are going to be full pretty soon right?** We will be building new schools. But the new building is going to be happening in South Hillsboro. On the other side of TV highway. Where we are anticipating 10,000 new housing units in the next 7 years. We own property over there. The problem with this area in the Liberty Feeder-Group area, we don't own any property. We need 10 acres to build another school. I was just hearing this story today, Loren Rogers that was here earlier, and when we built Orenco and Quatama who are within a couple hundred yards from each other. We had a lot community people saying you're nuts. Why are you building two elementary schools that close together? Now we have to continually move those boundaries because we don't have enough capacity in that area. Frankly I don't see us building another elementary school in the Liberty attendance area in the short term. We don't have the property and we don't have the money to build the school. **Are there portables on the grounds to accommodate new students?** Hopefully we won't have to have that conversation again until we are ready to build new schools in south Hillsboro. If we do it will be a conversation with the Board. Do we try to expand our existing capacity? Or do we go through this Boundary Adjustment Process again? We do look back at the capacity numbers, we've got 1,000 student capacity District wide, it's just that we've got so much development happening in a limited area. That is forcing us to move stuff around.
- **I remember at one of the earlier school meetings, that the City informed Hillsboro School District that several new apartments are going to be built. They did not consult with the District they just told you and they said deal with it. Is that a fair restate?** I like to think that our relationship with the City is at the point now where they are not consulting us but they are informing us of when these things are happening. **Is it possible, I'm revisiting an earlier issue where that the concerns with transportation with Quatama Crossing, not necessarily with the kids on buses coming to the school. I don't know, all my kids go to Quatama; we have several wonderful families we've gotten to know at that apartment complex and love them. I do agree with the statements that were made about some of the parents not being able to get to their kids during the day and I also agree with this mother over here that says she has that same situation during the day at West Union only hers is not an apartment complex. I'm wondering if the Hillsboro School District could work with the City or put it back on the City to ask for a bus a City bus to come by 3 or 4 times a day or to change their route for parent that do need to get here or kids need to get home.** I can promise you that I will have that conversation now where that goes, the City doesn't operate those it is TriMet. We need buses to go to Liberty because there is the same demographic because there is no bus line there either and there are lots of students that would like to ride public buses to Liberty. Thank you.
- **It's not addressed anywhere in any of this information, but my daughter is here at West Union and is involved in the TAG program.** Which is already, in my opinion, stretched beyond what it really needs to be servicing these kids. How is this movement going to affect program with all the STAG and ELL kids coming in? I don't that to be pushed to the side and have her get lost in the shuffle because she is not covered in an IEP. It will not get lost in the shuffle definitely. Judith our TAG coordinator in the building, my prediction is that she will be next year and she is very vocal making sure that we are servicing those students as well. And I'm in close contact with Kathy Robinson who is the TAG coordinator for the District so those are things that are kept in mind as well. We don't staff for TAG so my job is

to provide professional development for teachers to assist in challenging TAG students coming up with interventions. Not only for TAG to intervene with students that need that extra challenge but also the students who may not need special education but they may not be below benchmark. So to be able to create that differentiation is going to be an important piece that I'm working on as well for providing professional development. And that was actually one of our professional developments this year identifying TAG kids and looking outside the box. Hopefully that kind of answers. **Kind of.** Judith will keep me honest with TAG, she is very vocal and I completely agree with that point we don't want to lose track of any of those kids. **She is already under served now, in my opinion, as it is.**

- We will be here to answer any more of your questions. I did want to point out on the District website where to find all this information. Go to the Hillsboro School District's website at <https://www.hsd.k12.or.us> - Schools - Attendance Boundary Adjustment 2013-14 (pull down menu) - Community Meetings or on the left hand side is where you can leave comments.